

that until the medical profession comprehends that medicine is a branch of Biology it will never perceive its true relations to the study and the practice of the healing art.

Once be convinced of this, and radical changes in the methods of teaching in medical schools must follow. Perhaps no institutions are so full of educational anomalies as medical colleges. This is owing, as an ultimate cause, to this failure to perceive the real nature of medical study, which was impossible till the recent great strides in biology had been taken. Hence it happened that professors were chosen from among the great mass of medical practitioners quite irrespective of any inborn or acquired ability to teach. As the faculties of medical schools often filled the vacancies in their ranks without being responsible to any other body, it is easy enough to understand that men should be chosen because they were respectable in the community and agreeable to the members of the faculty; and perhaps for no other good reason.

On this continent a few of the more advanced schools rank among their numbers one, two or three teachers that are devoting the whole of their time to their professorial duties. These men are allowed the same college status as their colleagues; they enjoy a sufficiently small stipend; and they mostly find, although they may spend the whole of their energies on their specialties and the study of educational problems, that no more weight is attached to their opinions than those of their colleagues who may be so occupied with the cares of medical practice that they have not an hour to give to any problem, educational or other, outside of the crowding round of their professional duties. Hence progress is slow. The day of great things is at hand, but how many see it not! If anything in education needs reforming altogether, it is the methods of medical education. From the beginning to the end of a medical course real knowledge can only be gained by the direct use of the senses, hence laboratory work of all kinds, in which I would include that of the dissecting-room (morphological laboratory) and the hospital wards, must largely occupy the student. As soon as didactic lectures, instead of helping a man to acquire knowledge for him-